

FRENCH INDO-CHINA

Its brutal suppression in Cochin-China—meant the triumph of Franco-Aimamite education* and of French as the language medium. It meant new life for assimiktionist theories in education, just they were dying in the administration. It meant relegating the traditional culture to the role of a museum piece, and it meant destroying the foundation and cement of Armamite society.

Sarraud's most important contribution lay in the field of organization. He compiled the *Code de FInstruction Publique* out of a vast morass of circukrs. This charter of Indo-Chinese education was

too hastily drawn up, and it showed almost immediately disquieting omissions. Its almost sole pedagogic principle was that French should be the vehicle of instruction, even for primary classes. This was part of the super-unification trend, which placed the whole system under a Higher Education Service. **The** practical difficulty of finding in-to a foreign language to a predominantly rural people

furthermore* **would** have little use for it, made for a very loose of this ruling. This was thought, however, to be a purely necessity, the language principle firmly established.

The of further pedagogic concepts was a serious handicap. Hie after the **War**, was increasingly imbued with and no effort was made to find new proto to the colony. The movement towards specializing ftmctionaries was not echoed in the education there supreme, and the wise recoin- of 'Committees were forgotten, **The** **of** discrepancies into the foreground

years to be revealed. Sarrait re-for his **term**, full of a desire to reward native aid to the facilities. He reversed his former the and re-opened the **Hanoi** of Medicine and **Pharmacy had** survived

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